




# **Deconstructing Standards:** ***Achievable Targets for Teaching and Learning***

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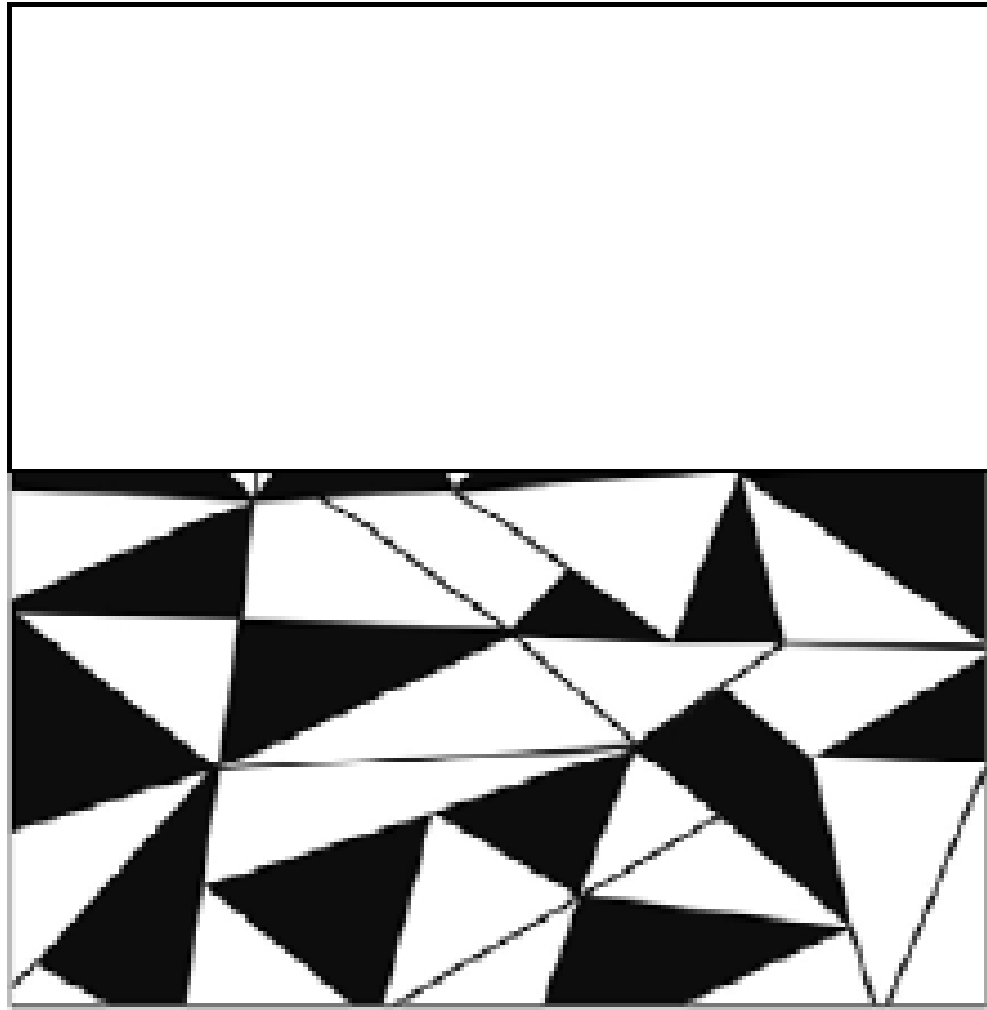
Bullitt County Public Schools  
September 2007

# Our Learning Targets

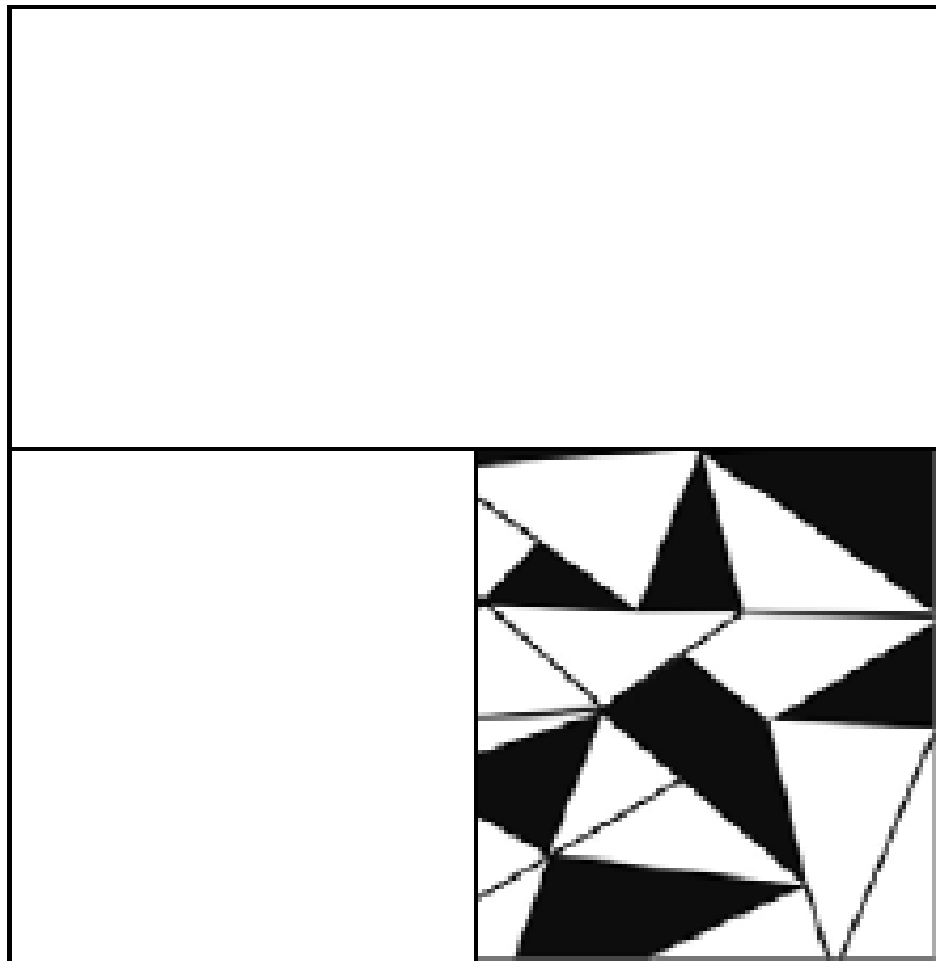
- 
- We can articulate the difference between a 'standard' and a 'objective.'
  - We can deconstruct standards and evaluate our work for quality, accuracy, and usefulness.
  - We can transform learning objectives into student friendly language.



In the pattern  
to the left  
locate and  
outline the  
five-pointed  
star.

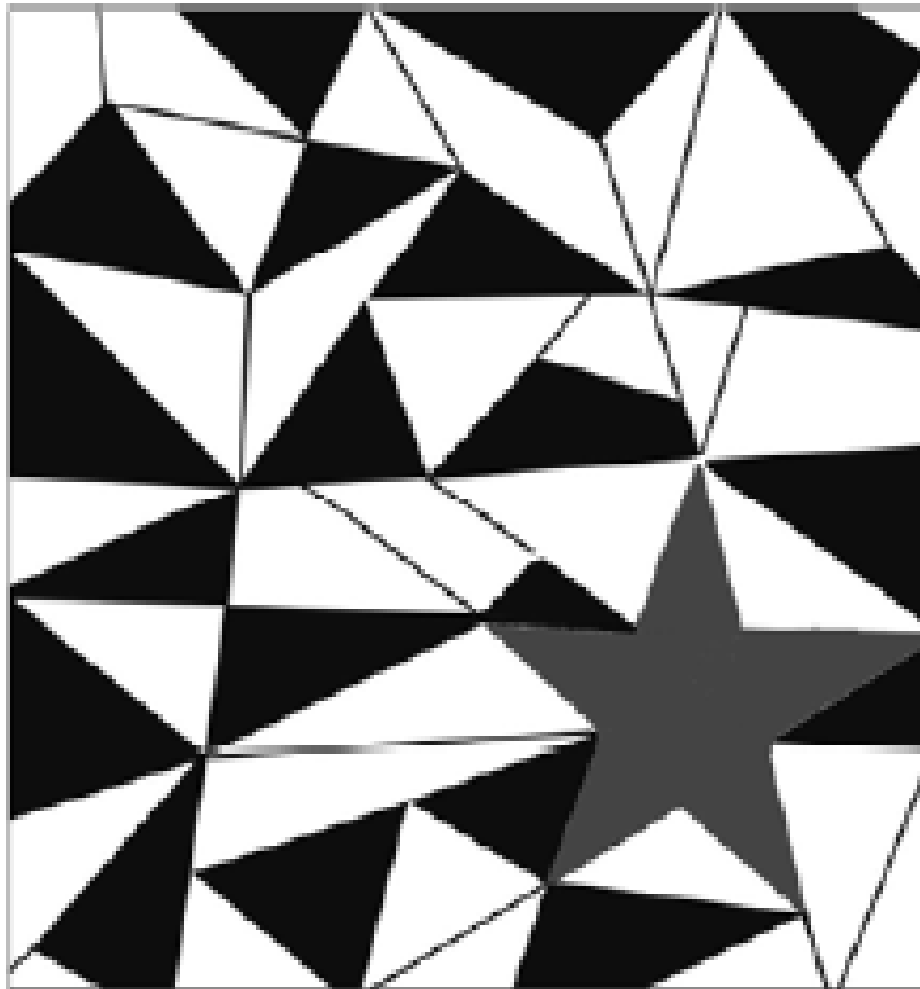


- If I provide additional information (block out part of the picture) does that help you identify the target?



- If I provide even more information (block out more of the picture) does it help you identify the target?





Rick Stiggins points out that "Teachers and students can hit any target they can see and will hold still."



What is the relationship between this statement and the activity you just participated in?



# Research-based Strategies

- 5 Research-based strategies that significantly improve student learning:
  - ✓ **Sharing criteria** (clear learning objectives with success criteria)
  - Questioning
  - Feedback
  - Peer assessment
  - Self-assessment

# Learning/Achievement Objectives



Statements of what  
we want students to  
learn and be able to  
do.



# A Mathematics Example

■ Math

Subject

■ Decimals

Topic

■ Page 152 in the book

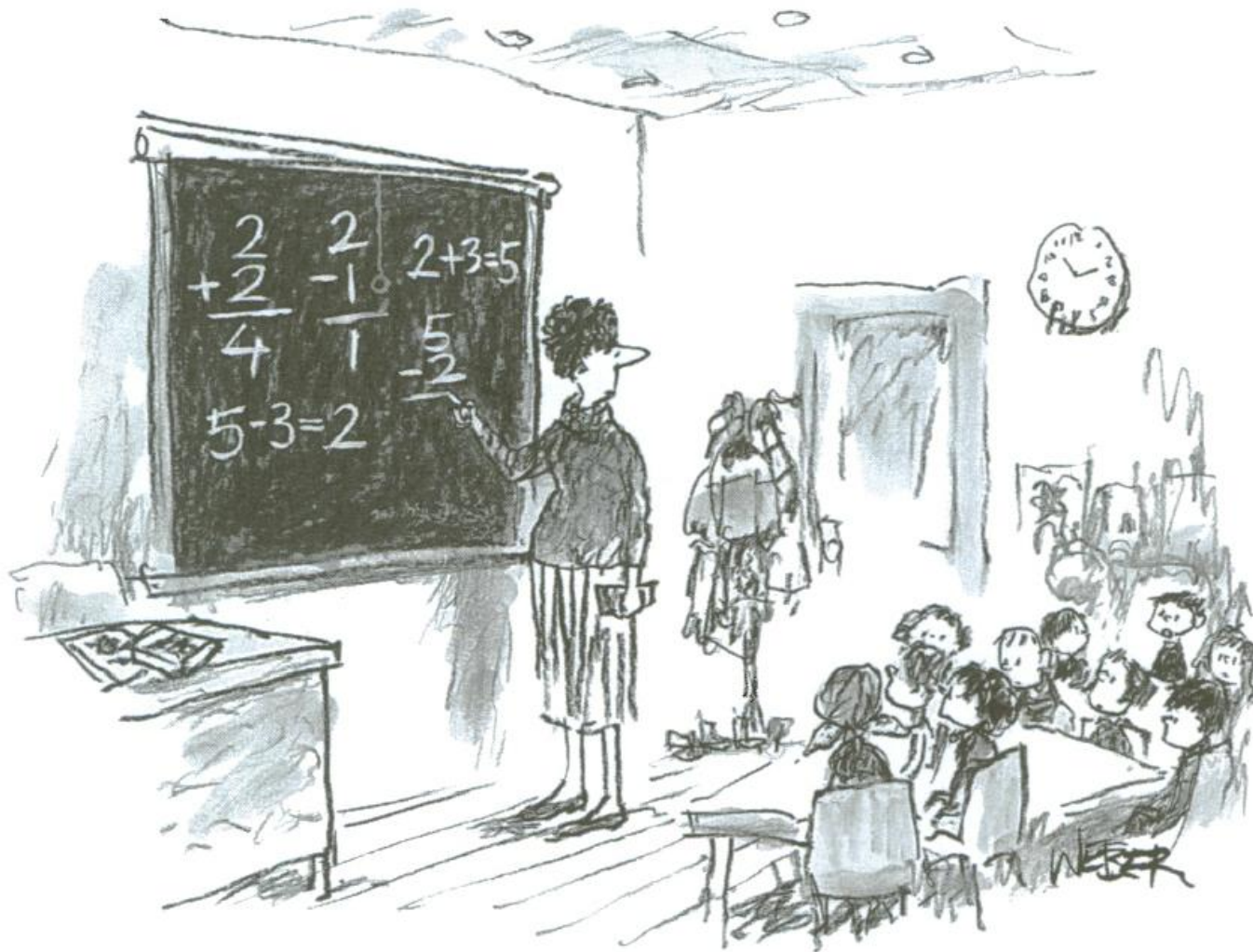
Assignment

■ Going on a decimal hunt

Activity

■ I will read decimals and put them in order.

Learning Objective



*"Please, Ms. Sweeney, may I ask where you're going with all this?"*

# Recognizing Types of Learning Objectives

## Reasoning

### Knowledge

“Mastery of substantive subject content where mastery includes both knowing and understanding it”

“The ability to use knowledge and understanding to figure things out and to solve problems”



### Skills

“The development of proficiency in doing something where it is the process that is important such as playing a musical instrument, reading aloud, speaking in a second language, or using a psychomotor skills”

## Products



“The ability to create tangible products, such as term papers, science fair models, and art products, that meet certain standards of quality and that present concrete evidence of academic proficiency”

# Clear Objectives

## Impact on students:

- More focused (especially underachieving students).
- Begin to expect learning objectives.
- More likely to express learning needs – specifically.
- Develops a learning culture.
- Quality of work improves.
- Behavior improves.
- Persevere longer.
- Greater ownership of learning as responsibility shifts from teacher to student.
- Automatically self-evaluative.
- More enthusiastic about learning.

## Impact on teachers:

- More focused.
- Sharpens teacher understanding of learning objectives.
- Expectations rise.
- Focus on quality rather than getting everything done.
- More critical examination of activities.
- Reinforces relevant vocabulary.
- Assists in reflection of lesson and learning that occurred.
- Strengthen connections with parents related to child's strengths and weaknesses.

# Student Friendly Terms

- “In order for the learning intention to be shared effectively, it needs to be **clear and unambiguous**, so that the teacher can explain it in a way that makes sense to her children.”
- “...the task has to **match** the learning intention for the children to have a chance of fulfilling it.”
- “...the learning intention has the greatest impact on children’s understanding of the task and their progress if it includes **success criteria** as well as the learning intention itself...”
- “Teachers need to **separate the task instructions clearly from the learning intention and success criteria**, or children can begin their work without knowing clearly the difference between what you want them to *do* and what you want them to *learn*.”
- The learning intention “needs to be the main focus of **feedback**.”
  - Shirley Clarke in *Unlocking Formative Assessment*

# Clear Statement of Learning Objective

Skill or concept to be defined:

**PREDICTION**

- *A statement saying something will happen in the future.*

**Student-friendly language for Objective:**

- *I will make predictions.*
- *I can use information/evidence to describe what is likely to happen next.*





***Students who can identify what they are learning significantly outscore those who cannot.***

■ Robert Marzano

# Student Friendly Language

- From K-3 Deconstruction

**“Observe and describe properties of material objects”**

- **Student Friendly Language:**
- **I will describe physical properties.**
- **I can describe the physical properties of objects that I can see, touch, and/or smell.**



# Student Friendly Terms

**I will...**

(Intentional focused learning)

**I can...**

(Success criteria/exit slips)

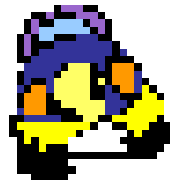
**What I need to  
know and be  
able to do...**



● ● ● ●

*“Any student who leaves school still needing their teacher to tell them that they’ve done well has not yet learned to hit the target. They’ve not yet learned to recognize good thinking.”*


■ Rick Stiggins



# Learning Outcome Examples

- Combined Curriculum Document
  - POS/Big Idea
  - Academic Expectations
  - POS: Understandings (Column 1)
  - POS: Skills and Concepts (Column 2)
  - Related Core Content for Assessment (Column 3)
  - Lesson Outcomes (Column 4)

# Steps to Deconstructing Standards

- 
- \*\*Read the “Big Idea” for the unit and the POS: Understandings
  - Using a highlighter, mark all verbs in the first POS: Skills and Concepts. (Column 2)
  - Using a different colored highlighter, mark the nouns in the same POS: Skills and Concepts.
  - Repeat for each skill and concept within that unit.
  - Repeat the same steps in the Related Core Concept for Assessment column. (Column 3)


# Steps to Deconstructing Standards

- Using all verbs from the POS: Skills and Concepts column, write learning targets.  
(Column 4)

# Deconstructing Standards

- 
- Time to practice with your grade level.

# Identifying the Learning Objectives

- 
- Are your objectives clear with respect to what students should learn and be able to do?
  - Are they in terms students will understand?

# Group Debrief

- How did the process feel?
- What is the value of going through this process?
- What support materials are needed to facilitate the process?







# Without Clear Objectives We Can't Do Any of the Following...

- Know if the assessment adequately covers and samples what we taught.
- Correctly identify what students know and don't know and their level of achievement.
- Plan next steps in instruction.
- Give detailed, descriptive feedback to students.
- Have students self-assess or set goals likely to help them learn more.
- Keep track of student learning objective by objective or standard by standard.

# Remember This...

- Learning objectives need to be clear to all students.
- Not all learning objectives are unclear and need to be converted into student friendly language.
- Activities should be selected/planned *AFTER* the learning objectives are established.



“Teachers who truly understand what they want their students to accomplish will almost surely be more instructionally successful than teachers whose understanding of hoped-for student accomplishments are murky.”

W. James Popham